

Park Lane International School Development Plan
October 2019 - October 2020



Whole school target:

1. To further enhance the quality of Park Lane students' learning and academic achievements ('Challenge and Potential' recommendation from ISI).
2. To further enhance the wellbeing of students and staff.

Priority areas for development:

- Quality of leadership across the school (academic/ pastoral);
- Consolidation following a hectic period of vertical growth, reviewing systems and procedures as we are now a fully established 3-18 school;
- Reviewing the roles of academic staff and admin teams to ensure we are achieving maximum efficiency and mutual support for all stakeholders.

Where are we now with whole school target 1? *with reference to the whole school targets noted above and informed by evidence.*

Quality of learning and academic achievement including 'challenge and potential'

Park Lane's March 2018 BSO report suggested that students needed to be more consistently challenged across all subjects and at all levels. The SMT, SLT and PLT have continued to support and nurture a set of strategies to address this issue. 'Challenge and Potential' Coordinators for Primary and Secondary are now well established and their work (plus a school-wide emphasis on this topic) is having a significant impact on the quality of students' learning and academic achievements, along with a broader range of enrichment opportunities and a more precise focus on the quality of teaching. Challenge and Potential strategies and initiatives have been shared with the PLGB Curriculum Committee.

EYFS and Primary

Nicola Wardlaw (NWW) Deputy Head of Primary and EYFS and Challenge and Potential Coordinator works closely with Subject Coordinators and the Czech Department to ensure that any curricular challenge and competitions have purpose to extend the learning opportunities for pupils in KS1 and KS2. In the Early Years, differentiated learning within the seven areas of the EYFS curriculum ensures that as many EYFS pupils as possible meet their Early Learning Goals (ELG's) by the end of their age phase. NWW works alongside the Club and Extracurricular administrator to monitor the balance and quality of club provision in order to provide extended learning and wellbeing opportunities. Throughout the academic year there

is strong emphasis and careful planning given to house competitions and events. The Deputy Head of Czech and Subject Coordinators, after consultation with the C & P lead, are encouraged to enter national and international competition, for example: COBIS Art, COBIS LitFilmFest, COBIS Young Scientist Film, Czech Poetry recital and Czech Kangaroo mathematics. These memorable activities help celebrate pupils' differing talents and interests, whilst giving the opportunity to work independently, cooperatively and competitively. Planned work scrutinies and progress meetings carried out throughout the academic year help to ensure that challenge and potential is constant through the provision of teaching and learning.

Secondary

Jennifer Hutton (JHN)'s role of C & P coordinator is now well established and a 'Spotlight' list has been developed. This aims to ensure that students who are 'Most Able' and 'Gifted' across Subject areas are recognised and intervention is in place to ensure stretch and challenge. The list is guided by CEM data plus teachers' experience/judgment. In the classroom, teachers have in place intervention measures which promote stretch and challenge for individuals highlighted on the list. These will have been discussed in department teams and are now reviewed twice more throughout the year. Beyond the classroom, students on the C&P lists are offered extra-curricular opportunities when they become available, e.g. TED-Ed, Student Leadership Conference, etc. JHN has recently been invited to join the Secondary Leadership Team in order to raise further the profile of this whole school target. With the arrival of year 13, our teaching team has been enlarged and strengthened with the appointment of several new subject specialist teachers.

The Secondary Leadership Team is actively supporting the development of the staff-led Learning Groups, which have expanded and now cover key areas from the UK Teacher Standards in the following 8 categories: 'Setting high expectations which inspire, motivate and challenge pupils'; 'Planning and teaching well-structured lessons'; 'Adapting teaching to respond to the strengths and needs of all pupils'; 'Making accurate and productive use of assessment - both formative and summative'; 'Managing behaviour effectively to ensure a good and safe learning environment'; 'Fulfil wider professional responsibilities' - Cross-curricular activities; Literacy across the curriculum; Theory of knowledge. 52 members of staff participate in the Learning Groups on a voluntary basis.

Subject departments have continued to explore and enhance our students' opportunities to participate in competitions and other enrichment activities. Our new initiative of a Learning Without Borders week at the end of the school year enables students to opt in for challenging opportunities such as an interactive trip to NASA and a geography trip to Iceland. Other enrichment activities that have taken place during the school year include: participation in PORGMUN and the organisation of Park Lane's first home MUN conference; World Scholar's Cup; Duke of Edinburgh Gold Award; Chapters Day; a poetry cafe and a winning contribution to the COBIS poetry contest; several winning contributions to the 2019 COBIS Music Festival; music related trips and events such as the Matinée Classic; trips to Language & cultural Institutes; opportunities for CEFR qualifications for Spanish as well as French and German; Science related trips such as to the GOLEM reactor, a planetarium and an

**Park Lane International School Development Plan
October 2019 - October 2020**



observatory; History trips to local places of interest related to the curriculum; STEM day; Debate Club; guest speakers from the University of Oxford and the Oriental Institute of the Czech Academy of Sciences in Prague. A reading intervention group has also been set up to facilitate peer reading support for students with low reading ages.

Park Lane International School is now a College Board licensed test centre for the US SAT and has thus far hosted two rounds of testing.

Where are we now with whole school target 2? *with reference to the whole school targets noted above and informed by evidence.*

Student and staff wellbeing

Our March 2018 ISI inspection rated pupil personal development as excellent and, on the whole, the school does a good job of caring for the wellbeing needs of our students. Several initiatives relating to staff wellbeing are already in place, for example, the email curfew, improved contract packages and stronger support for newly recruited staff; yoga classes; Czech (and English for local staff) lessons and staff socials. We are aware of the ongoing challenges of space management and its impact on staff morale and will continue to address this in the coming years. Park Lane now has full use of the Klárov site and part of the new art centre at Pohádka will be adapted to create a café for the school community. The Governing Board has appointed a GP who visits each of the main sites on a weekly rotating basis. Staff are now able to opt in to a heavily subsidised Multisports card, enabling access to sports and wellbeing facilities around the city. We are extending discounted child places to wider range of expat staff.

EYFS and Primary

The Deputy Head of Primary and EYFS is responsible for the pastoral care of the children in Early Years and Primary. The Head of Primary (also DSL) works with SENCO. In EYFS and Primary, weekly assemblies take place linked to the PSHE curriculum, Mindfulness and the social and emotional aspects of learning (PSED). Site leaders communicate daily with HoP, DHoP and there is a school nurse based at the main Primary site (Norbortov). Pastoral care for concerns, safeguarding and child protection matters are always raised as part of Site leader and PLT meetings and are a major focus on the agenda of the Child Protection, Safeguarding and Pastoral Care Committee.

Secondary

In Secondary, each form group continues to have two co-tutors working with them and each year group has a Pastoral Coordinator attached. A new Transition and Year 7 Pastoral Coordinator has been appointed - Sue Gifford - who works closely with year 6 pupils through her other role as Learning Centre Coordinator. This has given her excellent knowledge of our current year 7 and is enabling her to have regular contact with next year's cohort. Lauren Castello continues with her year groups from last year, who are now in years 8 and 9. Thale Herbertson has taken over

**Park Lane International School Development Plan
October 2019 - October 2020**



at KS4 Pastoral Coordinator. She knows the students in this cohort well because of her previous work as a form tutor with the current year 10 and she has a good working relationship with the rest of the Pastoral Team because of her previous role as KS2-3 Transition Coordinator. Jan Čihák continues with his year groups who are now in years 12 and 13. The Deputy Head of Secondary (Erica Warne - also DSL) continues to work closely with this team to support teachers and tutors, as well as to communicate with parents when required. Iveta Slavětínská has been appointed as the deputy-DSL in Secondary to ensure that we have a Czech native speaker able to communicate with the local authorities if necessary.

Team-building trips have been developed from day long sessions to overnight residentials in September, involving PCs and form tutors with their year groups.

Kim Goodman, our SENCO, coordinates a team of Learning Support teachers to ensure that students with learning needs are catered for. Our PSHEE coordinator Sarah Powdrill has conducted surveys with both staff and students to measure wellbeing and enhance our LSHEE provision. One outcome of this has been for us to scrap the Wayfarers programme in favour of the UK PSHE Association curriculum. The school continues to have a nurse on the main site every day and a school counsellor who is on site once per week.

With learning taking place across two sites, several members of staff spend parts of their day travelling between the two school locations which can have practical implications for their PPA time. Lesson, cover and duty timetables continue to be organised with this in mind. Our MIS has been developed and a new attendance module in place, although this requires further attention. Staff relationships are generally strong. The challenges mentioned above can cause some dissatisfaction amongst staff and the SMT and Governing Board will continue to work to strengthen these relationships further. The email curfew is well established.

**Park Lane International School Development Plan
October 2019 - October 2020**



	Actions and staff responsible.	Completed
Student focus		
<p>Whole School Target 1: To further enhance the quality of Park Lane students' learning, academic achievements</p>	<p><i>Whole school</i></p> <ul style="list-style-type: none"> - The Challenge and Potential coordinators for Primary and Secondary will continue to meet regularly to develop a whole school approach to this area. (NWW and JHN) - A discrete budget - one for primary and one for secondary - to be established for the development of C and P (SMT) - A cross-phase Spelling Bee competition involving Years 5 - 8 (JGN, MAS). - Tracking of C and P students to garner an overall picture of their working day. (NWW and JHN) - C & P Policy to be developed and updated (NWW and JHN) - Development of a Park Lane Alumni Policy (KSC and SMT) - Review of the PL Governing Board structure, especially the composition and frequency of the supporting committee meetings (SMT and GB) - Implementation of a new whole school attendance policy and absence request form (SMT) <p><i>EYFS and Primary</i></p> <ul style="list-style-type: none"> - Challenge and Potential Coordinator appointed (NWW), September 2018 - Czech poetry recitals and House events - Implementation of the House Competition - Spelling Bee Y1 - 6 - Subscription to Spelling Shed - Reading Challenge in Primary to promote and encourage reading from Y1 - 5 - Spelling Shed - whole school spelling scheme, to help to raise standards in spelling across Primary - Science Rising Stars Progress Tests (Year 4 Trial) - STEM Day for Y5 and Y6 taking place in January 2019 to assist with transition lead by Subject leader for mathematics (MZ) 	

Park Lane International School Development Plan
October 2019 - October 2020

- Student voice video to be created with pupils sharing their thoughts on what challenges them (or not) in the classroom. (NWW)
- Investment in Read, Write Inc

Secondary

- Work towards gaining NACE accreditation status for 2020. (JHN)
- Review use of tracking sheets and baseline data with new staff. (RM)
- Ensure via departmental minutes / tracking sheets/ medium term plans that suitable planning and intervention occurs and that this is evaluated. (RM)
- Continuation and development of the Challenge & Potential Learning Group to work across departments and to share best practice. (JHN)
- C&P link teachers will continue to explore and develop opportunities for enriching educational experiences both on and off site. (JHN)
- The Director of Studies, Challenge and Potential Coordinator and Literacy Across the Curriculum Coordinator will review evidence from lesson/student observations as well as dept. and cross-curricular book looks to inform future staff development and students' intervention. (RM, JHN, TB).
- Student interviews will be held to audit students identified by the C&P Spotlight group. Findings will be shared with staff and actions will be put in place.
- C&P Review – a series of observations will take place to evaluate the experience of the C&P students and seek out good practice. Findings will be shared with staff.
- Year 6 Interviews for transition and gathering of 'Best pieces of work'. Learning Group to share findings with whole-school.
- The 'Big Question' launched in October. This will be a monthly question for students to take up the challenge. In November, this will be linked to the work of the Czech department on the Velvet Revolution: *Is freedom something that is fought for or something that is given?*
- Ongoing support of department initiatives to extend and challenge students e.g. Maths
- PeaceJam will be running as a lunchtime/after-school club from January
- A review of the blueprint for the development of stretch and challenge in MFL, focusing

**Park Lane International School Development Plan
October 2019 - October 2020**



	<p>on early IGCSE entries and CFER opportunities available through the FR/GER/SPA language and cultural institutes. (SMD, SBE, HH and SLT)</p> <ul style="list-style-type: none"> - The Universities and Careers Advisor will continue to engage with year 11, 12 and 13 students 1-on-1 and in groups (e.g. Workshops) at regular intervals. (NB) - The Universities and Careers Advisor will identify 'best fit' for higher education options for Year 11, 12 and 13 students based on academic interests & strengths and professional pathways and options. (NB) - Ongoing sharing of information about higher education and admissions trends across N.A./UK/Europe, developments and insights (NB) - NB will continue to coordinate with university reps for potential presentations; look into int'l university fairs, job fairs in CZ or EU. (NB) - NB will further develop our network of work placement opportunities for Years 10 and above. (NB) 	
<p>Whole School Target 2: To further enhance the wellbeing of students</p>	<p><i>Whole school</i></p> <ul style="list-style-type: none"> - The PSHEE coordinators for Primary and Secondary will continue to meet regularly to further develop a whole school approach to PSHEE. (SP and NPT) - Wellbeing days to be established across the whole school (SP, NPT, SMT) - A review of the approach to homework and testing will take place involving SLT, secondary subject leaders and PLT. (NWW and RM) - Regular meetings between secondary subject leaders and primary PLT will take place throughout the year, with a stronger emphasis on pupils transitioning from one key stage to the next. (SMT) - Review and update of all policies relating to the safeguarding of pupils to take place. (SMT, SLT, PLT) - A discrete budget to be established for the development of student wellbeing. (SMT) - A review of the structure of the CP, SG and PC Governing Board supporting committee group and the frequency of meetings will take place (SMT) - Identify focus pupils to track throughout a school day/week to monitor workload and general wellbeing (PLT, SLT, KG) 	

**Park Lane International School Development Plan
October 2019 - October 2020**



	<ul style="list-style-type: none"> - Development of the outside space at Valdštejnská to improve the activity range for break and lunch times. (SMT) <p><i>EYFS and Primary</i></p> <ul style="list-style-type: none"> - Full time DHoP (Non-teaching) appointed, September 2018, to monitor teaching and learning - Mindfulness Monday assemblies implemented in Primary - Promotion of Mindfulness and Wellbeing opportunities via the EYFS and Secondary Updates - Mindfulness and Yoga Club, September 2018 - Staff exercise to music class, September 2018 - Traffic committee meetings half-termly - Mindful minute in classroom, October 2018 - Raise awareness and skills of healthy eating, balanced diets, cookery skills, exercise - New event planned this academic year - Art Alive <p>In development -</p> <p><i>EYFS and Primary</i></p> <ul style="list-style-type: none"> - Pupil Wellbeing questionnaire carried out to measure key areas of wellbeing and resilience - 6 Wellbeing days for pupils and staff members including Brain and Breakfast occasion - October - Relationships (family, friends, LGBTQ, Falling out, friendship skills...) - November - Identity and being yourself (personality, peer pressure, self-esteem...) - February - Mental Health (negative & positive) - March - Equality and discrimination (sexism, racism, gender, religion, class) - May - Emotional Intelligence (5Rs) - May - Responsibility (Fair trade, consumerism, ecology, moving up) - Primary Golden Time policy reviewed and Golden Moments implemented instead of Golden Time - Playground improvements to enhance pupil wellbeing (garden furniture, planters and equipment) 	
--	--	--

Park Lane International School Development Plan
October 2019 - October 2020

- Variety of club choices throughout the year to appeal to all the pupils' interests and hobbies
- Improvements to the Prague 6 dining hall so pupils have a more enjoyable lunch time. Tables, chairs and acoustics and lunch time schedules
- Lunches and snacks offered by the Zátíší Group and Fresh and Tasty
- TCN replacing RPT as SEN Coordinator

Secondary

- The PSHE Association curriculum will be implemented this year, with regular PSHEE and tutor planning and feedback sessions for tutors. (SP)
- We will seek to find providers to offer training to staff on pertinent safeguarding matters, for example, self-harm or eating disorders, how to handle difficult conversations, etc. (EW and PC's)
- A wellbeing club is up and running with SP and students have also been given the opportunity to run clubs (KZA)
- Development of and improvements being made to RSE provision (Pastoral Coordinators and SP)
- Wellbeing Day to be planned for the summer term (SP)
- Tutors will be encouraged to organise extra-curricular trips with their form groups to enhance their relationship with their tutees. (EW)
- A new plan will be put in place to ensure the smooth running of team building trips at the start of the year
- Reorganisation of the School Council to enable better access to the SLT for key student issues. (EW)
- We will introduce prefects in year 9 and Head Boy/Girl in year 12/13.
- Planning and improving the assembly schedule for the year to make these sessions more meaningful and purposeful (Pastoral Coordinators)
- Improvements to the packaging of food products in school to make it more environmentally friendly (KSC)
- Continued implementation of Student of the Week (introduced in the middle of last year)

**Park Lane International School Development Plan
October 2019 - October 2020**



	<p>(EW)</p> <ul style="list-style-type: none"> - Picnic tables and possibly shades to be installed in the garden area (KSC) - SC and Operations Executive to work on playground developments including existing plans. (KSC, SLT and Student Council) - Themed days to be supported by the SLT (School Council and SLT) - Pastoral Coordinators will arrange a drop-in time for students to go and speak with them. This may be developed further if successful (EW and PC's) - A new Learning Centre has been established in Klárov for study periods and a new member of staff has been appointed to supervise students working in this space. She will also, in the future deliver study skills and self-organisation sessions to the students. (PI/EW) - Future development of a canteen space at Klárov and possible development of the Klárov courtyard space. (Managing Board) - A review of the IB IA calendar will take place and implemented (JC) 	
Staff focus		
<p>Whole School Target 1: To further enhance the quality of Park Lane students' learning, academic achievements</p>	<p><i>Whole school</i></p> <ul style="list-style-type: none"> - PD targets to centre on teaching and learning, incorporating 'stretch and challenge' strategies. (SMT) - Cross phase and cross-curricular collaboration opportunities to be structured and encouraged. (SMT) - CPLP 'Stepping up to Senior Leadership' course to be offered in June 2020 (SMT) - August 2020: a 4-day <i>Leading Learning from the Middle</i> course to be held at Valdštejská. Free places for PL staff (CPLP). - Book Tom Sherrington of Teacherhead Consulting to deliver CPD on evidence-based teaching to all secondary staff and PLT in August INSET week (SMT) <p><i>EYFS and Primary</i></p>	

**Park Lane International School Development Plan
October 2019 - October 2020**



	<p><i>Secondary</i></p> <ul style="list-style-type: none"> - Learning Groups to focus on key areas of the DfE Teacher Standards (AA, TB, JHN) - September CPD: A number of staff are involved in the <i>Educational Research that Matters</i> online course, meeting weekly to discuss their findings. This has engaged staff in the process of research and using it in the classroom to improve practice and therefore learning outcomes. The focus of this has largely been on <i>evidence-based practice</i>. (JHN) - <i>C&P Book of Great Practice:</i> on the shared area will be added to throughout the year. This contains ideas for stretch and challenge in the classroom. (JHN) - A review of subject leadership positions and departmental structures, e.g. Science, Humanities, MFL, to create smaller, more subject focused teams. This will enhance our distributed leadership ethos and place more responsibility on Lead Teachers. (RM) - A review of the Secondary Distributed Leadership Model to enhance the effectiveness of stretch and challenge across the school, including the introduction of the Senior Leadership Development Scheme (SLDS). (SLT) - Development of key responsibilities relating to SEN leadership (KG) - Possible development of new positions of responsibility, e.g. trips coordination, cover manager (SLT) to allow individual teachers to take on whole school roles. - Training for staff in writing university references (NB) - Sharing exam techniques within and across departments (RM) - Identifying and devising a strategy for underachieving students and communicating with parents (RM + SLT) 	
<p>Whole School Target 2: To further enhance the wellbeing of staff</p>	<p><i>Whole school</i></p> <ul style="list-style-type: none"> - Discrete budgetary provision available for staff wellbeing (SMT and Governing Board) - Informal appointment of a Secondary and Primary link person to liaise with Kristýna Gerychová (SMT) - Look to schedule Staff Wellbeing days once cover supervisors have been appointed for Primary and Secondary. - To devise and implement PD procedures that promote a supportive and enabling ethos. (SMT) 	

Park Lane International School Development Plan
October 2019 - October 2020

- To move the PD focus away from tick-box accountability to embrace positive reflection, coaching, mentoring and sharing of excellent practice. (SMT)
- PD targets and procedures to address and promote staff well-being. (SMT)
- To develop and implement appropriate PD measures for senior leaders and the admin team. (SMT)
- CPLP will be promoted more effectively to potential external attendees. (JRA, SMT)
- To provide CPD for staff relating to student and staff wellbeing. Sessions to be organised and run internally as well as externally by CPLP. (SMT)
- Share COBIS Webinar (and other web-based) CPD opportunities with relevant staff members. (SMT)
- Careful planning of school events at weekends with prior notice given to staff (SMT)
- Pregnancy in the Workplace Risk Assessments carried out (SMT)
- NSPCC online safer recruitment training for SLT, subject leaders and PLT (SMT)
- New staff - Relocation Welcome Pack (Honest and clear guidance for single person/family) SMT and KGA)

Secondary

- Learning Group members will feedback to Departments on progress and disseminate knowledge at the August INSET. (SLT)
- The Governing Board have set a budget for staff to use for social and bonding activities, and members of staff will be identified to plan appropriate activities and events. (SLT)
- Appoint a new Director of IT to lead on GDPR and ensuring e-safety/acceptable use policies are fit for purpose
- Development of office space for SLT members and moving the Principal's office to a more central location in the school building
- Appointment of a PA for the Deputy Head of Secondary and other SLT members.

EYFS and Primary

- EYFS and Primary Staff INSET day to introduce wellbeing methods and ideas such as Yoga,

**Park Lane International School Development Plan
October 2019 - October 2020**



	<p>meditation and crafts.</p> <ul style="list-style-type: none"> - EYFS premises at P 5 (Nessie) to be converted to make staff room, meeting room and resource storage - Appointment of Cover Teaching Partner <p>In development - <i>EYFS and Primary</i></p> <ul style="list-style-type: none"> - Wellbeing box in the staffroom - Shout out board and cover raffle - Regular Pregnant Women in the Workplace Risk Assessments - Assisting staff to park with the new blue and purple parking zones being implemented whilst they are working at school - 6 Wellbeing days scheduled in the school year for staff - Fitness, Fun and Family Day at VISTA resort for staff - Health and Wellbeing section added to the Primary Intranet - Appointment of Class Cover Teacher 	<p>Completed</p> <p>Completed</p> <p>Completed</p>
Other key areas for development		
	<p><i>Whole school communication</i></p> <ul style="list-style-type: none"> - Appointment of a social media administrator. (GB and SMT) <p><i>Secondary</i></p> <p><i>EYFS and Primary</i></p> <ul style="list-style-type: none"> - EYFS and Primary Parent portal to be finalised and fully launched. (JSY/BZA) - Google Class sites as the main form of communication for each class in EYFS and Primary - Explore the options in Tapestry to enhance planning and opportunities for parents to share their observations - Regular updates to HR PL GB Committee on statutory guidance for ISTIP induction 	

Park Lane International School Development Plan
October 2019 - October 2020



	<p><i>Admin-academic staff communication</i></p> <ul style="list-style-type: none">- Admin staff attendance at briefings and meetings- Admin pop-ins to lessons to be arranged- Regular SMT meetings with admin personnel.	
--	--	--

To be reviewed by SMT in June 2020 alongside the creation of the 2020-21 SDP.

Ratified by PLGB. October 2019.